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ABSTRACT

This courseware evaluation rates the "Introduction to Nursing Diagnosis" program developed by J.B. Lippincott Co. (The program--not included in this document--is a tutorial for second-year nursing students; it presents diagnosis as a mathematical formula). Part A describes the program in terms of subject area (allied health, nursing) and hardware requirements (Apple II with RAM card or Apple language card, IBM-PC, or Franklin Ace), and indicates its suitability for tutorial or drill and practice at the postsecondary level. Listed next are appropriate instructional grouping (individual and small groups), accompanying materials (user's guide), and time estimate (30-60 minutes). Availability information includes cost ($129.00), policies and copyright restrictions, and contact address. A prerequisite for use is understanding of the nursing process. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The strengths of this program are that it provides logical steps to understanding and writing a nursing diagnosis and that it differentiates between nursing and medical diagnosis. Weaknesses are that it requires spelling and typing skills, and that the list of possible answers is too prescribed. A summary section shows that this courseware received overall ratings of "yes" in the categories of subject matter, technical presentation, student interaction, program interaction, and documentation, and "somewhat" for student evaluation and work behaviors; the category of application programs was not applicable. The program was recommended as a useful tool in making nursing diagnosis easier. (SK)

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INTRODUCTION TO NURSING DIAGNOSIS

COURSEWARE EVALUATION

FOR

VOCATIONAL AND TECHNICAL EDUCATION

The evaluation of this courseware program was conducted by a team participating in the Courseware Evaluation Network. The Network, established in 1985, is coordinated by the National Center for Research in Vocational Education under the sponsorship of the U.S. Department of Education, Office of Vocational and Adult Education. The purpose of the Network is to identify and evaluate microcomputer courseware, and to disseminate courseware reviews for vocational and technical education.

Each Network team includes three members, at least one of which is, or recently has been, a vocational or technical teacher in the subject matter area of the courseware being evaluated. The evaluation represents a synthesis of the opinions of the team members. It is suggested that the evaluation be used as a first screening device for courseware and that the teacher also evaluate the courseware program on the basis of specific student needs.

The Courseware Evaluation: Form and Guide used for all of the Network evaluations was developed by the National Center and is available through its cost-recovery system.

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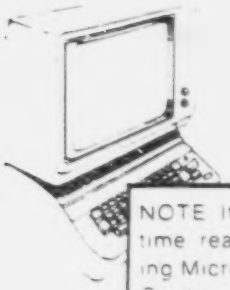

COURSEWARE EVALUATION FORM

Jan Irving,

NOTE If you are using this form for the first time, read the instructions in the accompanying Microcomputer Courseware Evaluation Guide

Evaluator Connie Lommel, Barbara Nubile
Position Nursing Instructors
Date March 1986

Part A: Courseware Description

In the following sections, record descriptive information about the courseware that you are evaluating.

I. IDENTIFICATION

Program Title Introduction to Nursing Diagnosis Date 1984

Series Title

Vocational Area(s) Health

Subject Area(s) Allied Health

Topic(s) Nursing

Developing Agency J.B. Lippencott Company, Department of Audiovisual Media

Street or P.O. Box East Washington Square

City Philadelphia, State PA Zip 19105 Phone (800) 523-2945

Author(s) Yoder, Marianne E.

Programmer(s) Wells, Robin W.

II. HARDWARE REQUIREMENTS

Microcomputer* Apple II+ with RAM Card or Apple Language Card, Apple IIe
(brand/model)

K Memory Required 64K
(number)

Medium of Transfer (include number of each)

__ Tape cassette
__ ROM cartridge
1 5¼" Flexible disk
__ 8" Flexible disk
__ Other _____ (specify)

Programming Language Superpilot DOS Specifications 3.3

Other Specifications

Peripherals Needed (check all that apply)

__ Color monitor
X One disk drive
__ Two disk drives
__ Plotter
__ Game paddle(s)
__ Joystick(s)
__ Modem
__ Mouse
__ Printer
__ Graphics tablet
__ Light pen
__ Voice/sound instrument
__ Clock
__ Video disk
__ Touch screen
__ Ten-key number pad
__ Other _____ (specify)

*NOTE Provide the above information for any additional hardware on which this program can be used. IBM-PC, Franklin Ace

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Part A: Courseware Description

III. PROGRAM FEATURES (check all that apply)

__ Network version provided
X Multiple copies required
__ Program can be modified
X Program protected
__ Data disk needed
__ Field-test data available

IV. INSTRUCTIONAL SETTING

Program mode (check all that apply):

__ Application
X Drill and practice
__ Educational gaming
__ Simulation
X Tutorial
__ Other _____ (specify)

Student Target Population (check all that apply):

X Regular
__ Disadvantaged
__ Handicapped
__ Limited English
__ Bilingual
__ Gifted

Grade Level (check all that apply):

__ K-6
__ 7-8
__ 9-10
__ 11-12
X 13-14
X Adult
__ Higher Education

Instructional Grouping (check all that apply):

X Individual
X Small group (up to 4)
__ Large group (4 or more)
__ competitive interaction
X cooperative interaction

Prerequisite Student Skills (specify) Understanding of Nursing Process

Accompanying Materials (specify types):

Documentation User's Guide

Student support materials User's Guide

Teacher support materials User's Guide

Correlated materials _____

Estimated Time for Use 30 to 60 minutes

V. AVAILABILITY

__ Free _____ (copies)

__ Loan _____ (time)

__ Duplication (requestor supplies disk)

X Sale $ 129.00

__ Rent $ _____ _____ (time)

Copyright Restrictions (explain) May not be copied.

Back-up Policy (explain) Free replacement of damaged disk.

Preview Policy (explain) 2 to 4 weeks (free except for return postage)

Update Policy (explain) _____

Contact J.B. Lippencott Media

Street or P.O. Box 2350 Virginia Avenue

City Hagerstown, State MD Zip 21740 Phone (800) 523-2945

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Part B: Courseware Evaluation Criteria

Indicate the applicability of each section to the courseware being evaluated by checking either "___ A" (applicable) or "___ N/A" (not applicable). If a section is not applicable, proceed to the next section. If a section is applicable, check the column that indicates how well the courseware meets each criterion. Include any comments.

	YES	SOME-WHAT	NO	N/A	COMMENTS
I SUBJECT MATTER _x_ A ___ N/A					
1 Subject matter has educational value.	x				
2 Student objectives are stated.	x				
3 Subject matter is accurate.	x				
4 Subject matter is logically presented.	x				Student can choose any sequence.
5 Subject matter is free of race, ethnic, sex, and other stereotypes.	x				
6 Subject matter is on the level of the students.		x			Not for first-year students.
7 Information and skills presented are comparable to those used in the home, business, or industry.		x			
8 Subject matter motivates students to learn.		x			
9 Subject matter is reviewed and summarized.		x			
10 Program utilizes the unique capabilities of the microcomputer to present the subject matter.		x			
II TECHNICAL PRESENTATION _x_ A ___ N/A					
1 Program is free of technical problems.	x				
2 Presentation rate is adequate to maintain interest.	x				User driven.
3 Information on the screen is easy to read.	x				Some areas confusing.
4 Program is free of spelling and grammatical errors.	x				
5 Program instructions are easy to follow.	x				
6 Color increases the instructional value of the program.				x	Color monitor not used.
7 Audio increases the instructional value of the program.				x	No audio in program.
8 Graphics increase the instructional value of the program.			x		Too little to be of value.

	YES	SOME-WHAT	NO	N/A	COMMENTS
III STUDENT INTERACTION _x_ A ___ N/A					
1 Students can use the program with minimal assistance.	x				
2 Students are actively involved in the program.	x				Fill in blanks and open-ended questions.
3 Students control the pace of the program.	x				With return key.
4 Students can access the program "menu(s)" to change activities.		x			Only at ends of sub-units.
5 Students are permitted to change answers.	x				With arrow keys.
6. Methods of responding correspond to the level of the program.		x			
7 Students' errors of entry are processed so that the program continues to run.		x			
8. Students can access available "help" and "hint" options at any time.			x		
9 Students can enter or exit the program as desired.			x		Only from main menu.
10 Students control the sequence of the program.	x				
IV PROGRAM INTERACTION _x_ A ___ N/A					
1 Feedback is immediate.	x				
2 Cues and prompts are provided to assist students in answering correctly.		x			No hint about spelling errors.
3 Feedback reinforces the correct responses.	x				
4 Feedback is nonthreatening.		x			The spelling error response is "I don't understand".
5. Program helps students understand wrong answers.		x			Gives brief description and then correct answer.
6. Program gives the correct answer after a reasonable number of tries.	x				One to two tries.
7 Positive reinforcement is varied.	x				
8 Program has the ability to branch/loop depending upon students' performance.	x				
9 Feedback is on the level of the student.	x				
V STUDENT EVALUATION _x_ A ___ N/A					
1 Evaluation provides a means for measuring attainment of objectives.	x				Gives number of correct answers and brief repeat of objective.
2 Program reports which items were missed and which were correct.		x			Only after each question.

	YES	SOME-WHAT	NO	N/A	COMMENTS
V. STUDENT EVALUATION—*Continued*					
3. Individual student performance results are available to the teacher.			x		
4. Class performance results are available to the teacher.			x		
5. Program provides for printed copies of evaluations.			x		
6. Test item formats are suited to the material being tested.	x				
7. Test items are clearly stated.		x			
8. Test item bank is provided.				x	Mini-quiz in User's Guide.
VI. DOCUMENTATION x A ___ N/A					
1. Documentation is easy to understand.	x				
2. Documentation is accurate.	x				
3. Student objectives are stated.	x				
4. Underlying concepts are outlined.	x				
5. Skills to be developed are specified.	x				
6. Procedures for integrating the program into the curriculum are provided.		x			Brief section in User's Guide.
7. Follow-up activities are suggested.		x			Briefly in User's Guide.
8. Documentation explains the intended use of support materials.				x	
9. Sufficient information is provided to operate the program.	x				Could be more specific about exiting program.
VII. WORK BEHAVIORS x A ___ N/A					
1. Program helps students identify their vocational skills.		x			May not be reflective if student is poor speller.
2. Program promotes pride in work.				x	
3. Program promotes productivity.				x	
4. Program encourages good work habits.		x			
5. Problem solving is encouraged.		x			
6. Program promotes good human relations skills.			x		
7. Program provides an opportunity for work satisfaction and self-fulfillment.		x			
8. Program encourages creativity.			x		

	YES	SOME-WHAT	NO	N/A	COMMENTS
VIII. APPLICATION PROGRAMS ___ A X N/A (to be completed for application programs **only**)					
1. Program is adaptable to the needs of the student.					
2. Commands are easily remembered.					
3. Information is easily manipulated.					
4. Corrections are easy to make.					
5. Program includes all necessary variables.					
6. Program performs reliably.					
7. Program efficiently achieves its intended purpose.					
8. Trial data are supplied for learning to run the program.					
9. Program provides for use of printer when hard copy of information is advantageous.					
10. Program moves from operation to operation efficiently.					
11. Program is compatible with other application programs.					
12. Program has a supplementary tutorial program available.					

Part C: Courseware Evaluation Summary

1. SUMMARY COMMENTS

Identify strengths of the courseware: Menu-driven with complete sub-units. Strong section on differentiating nursing diagnosis and medical diagnosis. Logical steps to understanding and writing a good nursing diagnosis.

Identify weaknesses of the courseware: Requires spelling and typing skills. Too much typing. The list of possible answers is too prescribed so that selection of the correct answers is too easy.

Describe uses of the courseware in an instructional setting: Reinforce nursing diagnosis for second-year students. Will help those needing additional instruction in nursing diagnosis who do not know the "formula".

2. SUMMARY OF SECTION

Rate the quality of the courseware for each applicable section of this form by checking the appropriate column; if not applicable, check N/A.

	YES	SOME-WHAT	NO	N/A
I. SUBJECT MATTER: Content has educational value.	x			
II. TECHNICAL PRESENTATION: Program is free of malfunctions.	x			
III. STUDENT INTERACTION: Students are actively involved with the program.	x			
IV. PROGRAM INTERACTION: Feedback is effectively employed.	x			
V. STUDENT EVALUATION: Evaluation adequately measures student progress.		x		
VI. DOCUMENTATION: Documentation is sufficient to run the program.	x			
VII. WORK BEHAVIORS: Program assists students in developing positive work attitudes and skills.		x		
VIII. APPLICATION PROGRAMS: Program performs the task for which it is intended.				x

3. FINAL RECOMMENDATION

Check your recommendation for the courseware and explain your reasons below.

___ Highly recommend
x Recommend
___ Recommend with reservations
___ Do not recommend

Runs smoothly, clear format. Useful tool, making nursing diagnosis easier by persenting it almost as a mathematical formula.

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Microcomputer Courseware Evaluation Guide: Form and Guide
for Vocational and Technical Education

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